

What a Good Reader Does

Before reading think about...

- the title.
- the pictures.
- what you already know about the topic.
- your predictions about the text.

While reading...

- ask, “Does this make sense”?
- ask, “Does this sound right”?
- focus on beginning sounds, “chunks” within words, and endings to figure out unknown words.
- backtrack when the meaning isn’t clear.
- read on past difficult words or groups of words to get more information.
- confirm or correct your predictions.

After reading...

- think about the author’s message.
- reflect on how the text matched or didn’t match your predictions.
- think about how the text relates to real life.



What a Good Reader Does

Before reading think about...

- the title.
- the pictures.
- what you already know about the topic.
- your predictions about the text.

While reading...

- ask, “Does this make sense”?
- ask, “Does this sound right”?
- focus on beginning sounds, “chunks” within words, and endings to figure out unknown words.
- backtrack when the meaning isn’t clear.
- read on past difficult words or groups of words to get more information.
- confirm or correct your predictions.

After reading...

- think about the author’s message.
- reflect on how the text matched or didn’t match your predictions.
- think about how the text relates to real life.



Questioning For Quality Thinking

Evaluation - Development of opinions, judgements, or decisions

- ↑ Do you agree _____ ?
- What do you think about _____ ?
- What is the most important _____ ?
- Prioritize _____ ?
- How would you decide about _____ ?
- What criteria would you use to assess _____ ?

Synthesis - Combination of ideas to form a new whole

- ↑ What would you predict/infer from _____ ?
- What ideas can you add to _____ ?
- How would you create/design a new _____ ?
- What might happen if you combined _____
_____ with _____ ?
- What solutions would you suggest for _____ ?

Analysis - Separation of a whole into component parts

- ↑ What are the parts or features of _____ ?
- Classify _____ according to .
- Outline/diagram/web _____ .
- How does _____ compare/contrast with _____ ?
- What evidence can you list for _____ ?

Application - Use of facts, rules, principles

- ↑ How is _____ an example of _____ ?
- How is _____ related to _____ ?
- Why is _____ significant?

Comprehension - Organization and selection of facts and ideas

- ↑ Retell _____ in your own words.
- What is the main idea of _____ ?

Knowledge - Identification and recall of information

- ↑ Who, what, when, where, how _____ ?
- Describe _____ .

Questioning For Quality Thinking

Evaluation - Development of opinions, judgements, or decisions

- ↑ Do you agree _____ ?
- What do you think about _____ ?
- What is the most important _____ ?
- Prioritize _____ ?
- How would you decide about _____ ?
- What criteria would you use to assess _____ ?

Synthesis - Combination of ideas to form a new whole

- ↑ What would you predict/infer from _____ ?
- What ideas can you add to _____ ?
- How would you create/design a new _____ ?
- What might happen if you combined _____
_____ with _____ ?
- What solutions would you suggest for _____ ?

Analysis - Separation of a whole into component parts

- ↑ What are the parts or features of _____ ?
- Classify _____ according to .
- Outline/diagram/web _____ .
- How does _____ compare/contrast with _____ ?
- What evidence can you list for _____ ?

Application - Use of facts, rules, principles

- ↑ How is _____ an example of _____ ?
- How is _____ related to _____ ?
- Why is _____ significant?

Comprehension - Organization and selection of facts and ideas

- ↑ Retell _____ in your own words.
- What is the main idea of _____ ?

Knowledge - Identification and recall of information

- ↑ Who, what, when, where, how _____ ?
- Describe _____ .